

**GRADE 10**

**2020**

**LIFE ORIENTATION**

**SELF STUDY GUIDE**

**TERM 1-4**

# Life Orientation Task Case Study Grade 2015

**B Lingard**



## Life Orientation Task Case Study Grade 2015:

**Positive Educational Approaches to Teaching Effectiveness and Student Well-being** Hans Henrik Knoop, Mirna Nel, Sufen Chen, Rebecca Shankland, Llewellyn Ellardus Van Zyl, Matthew Cole, 2022-11-08 Transparency in Assessment – Exploring the Influence of Explicit Assessment Criteria Anders Jönsson, Frans Prins, 2019-04-03 In many schools and higher education institutions it has become common practice to share assessment criteria with students. Sometimes it is required for accountability purposes; at other times criteria are used as a means to communicate expectations to students. However, the idea that explicit assessment criteria should be shared with students has been contested. On the one hand, research has shown that explicit criteria may positively affect student performance, reduce their anxiety, as well as support students' use of self-regulated learning strategies. On the other hand, there are fears that explicit criteria may have a restraining influence on students' learning, as well as limiting their autonomy and creativity. There are also indications of students becoming more performance-oriented as opposed to learning-oriented when being provided with explicit assessment criteria. Taken together, it is not fully understood under which circumstances it is productive for student learning to share explicit assessment criteria, and under which circumstances it is not. In particular, empirical research on the proposed negative effects of sharing criteria with learners is limited, and most fears voiced in the literature are based on individual experiences and anecdotal evidence. In this book, we therefore bring different perspectives on transparency in assessment together in order to further our understanding of how students are influenced by the use of explicit assessment criteria. A deeper understanding of the influence of explicit assessment criteria on students' understanding of criteria, motivation, and learning is equally imperative for future research and educational practice, both of which need to go beyond individual opinions and convictions.

*Child Development From Infancy to Adolescence* Laura E. Levine, Joyce Munsch, 2018-11-29 Chronologically organized *Child Development From Infancy to Adolescence* Second Edition presents topics within the field of child development through unique and highly engaging Active Learning opportunities. The Active Learning features integrated within the print text and digital program foster a dynamic and personal learning process for students. Within each chapter, authors Laura E. Levine and Joyce Munsch introduce students to a wide range of real-world applications of psychological research to child development. The in-text pedagogical features and the accompanying digital components help students discover the excitement of studying child development and equip them with skills they can use long after completing the course.

*Handbook of Motivation at School* Kathryn R. Wentzel, David B. Miele, 2016-02-19 The second edition of the *Handbook of Motivation at School* presents an integrated compilation of theory and research in the field. With chapters by leading experts, this book covers the major theoretical perspectives in the field, as well as their application to instruction, learning, and social adjustment at school. Section I focuses on theoretical perspectives and major constructs; Section II on contextual and social influences on motivation; and Section III on new directions in the field. This new edition will have the same popular organizational structure with theories at

the beginning It will also include new chapters that cover motivation as it relates to identity culture test anxiety mindfulness neuroscience parenting metacognition and regulatory focus

**Discourses We Live By: Narratives of Educational and Social Endeavour** Hazel R. Wright, Marianne Høyen, 2020-07-03 What are the influences that govern how people view their worlds What are the embedded values and practices that underpin the ways people think and act Discourses We Live By approaches these questions through narrative research in a process that uses words images activities or artefacts to ask people either individually or collectively within social groupings to examine discuss portray or otherwise make public their place in the world their sense of belonging to and identity within the physical and cultural space they inhabit This book is a rich and multifaceted collection of twenty eight chapters that use varied lenses to examine the discourses that shape people's lives The contributors are themselves from many backgrounds different academic disciplines within the humanities and social sciences diverse professional practices and a range of countries and cultures They represent a broad spectrum of age status and outlook and variously apply their research methods but share a common interest in people their lives thoughts and actions Gathering such eclectic experiences as those of student teachers in Kenya a released prisoner in Denmark academics in Colombia a group of migrants learning English and gambling addiction support workers in Italy alongside more mainstream educational themes the book presents a fascinating array of insights Discourses We Live By will be essential reading for adult educators and practitioners those involved with educational and professional practice narrative researchers and many sociologists It will appeal to all who want to know how narratives shape the way we live and the way we talk about our lives

**The Role of Teacher Interpersonal Variables in Students' Academic Engagement, Success, and Motivation** Ali Derakhshan, Reza Pishghadam, Anna Mystkowska-Wiertelak, 2022-07-05

**Smart and Sustainable Cities and Buildings** Rob Roggema, Anouk Roggema, 2020-05-11 This book brings together the papers presented at the Smart and Sustainable Built Environments Conference 2018 SASBE This latest research falls into two tracks smart and sustainable design and planning cities and the technicalities of smart and sustainable buildings The growth of smart cities is evident but not always linked to sustainability This book gives an overview of the latest academic developments in increasing the smartness and sustainability of our cities and buildings Aspects such as inclusivity smart cities place and space the resilient city urbanity and urban ecology are prominently featured in the design and planning part of the book while energy educational buildings comfort building design construction and performance form the sub themes of the technical part of the book This book will appeal to urban designers architects urban planners smart city designers and sustainable building experts

**Educational Recovery for PK-12 Education During and After a Pandemic** Keough, Penelope D., 2021-06-25 The impact of the COVID 19 pandemic on PK 12 education has halted traditional education but has also fostered innovation in distance learning parental involvement in their children's education and families coping mechanisms when forced to self quarantine The educational community is thirsting for strategies methods and tools to help with prevention of gaps in the

education of youth during this pandemic and in preparation of future global crises Educational Recovery for PK 12 Education During and After a Pandemic builds awareness of the needs prevalent to the education of PK 12 students effectively during and after the COVID 19 pandemic and provides tools and strategies to assist these students as they grapple with new teaching and learning styles This book provides timely information to support new modes of teaching and learning during this unprecedented time and fosters traditional methods of education while concurrently respecting guidelines set by the CDC to keep students safe and eliminate gaps in learning It also benefits the educational community by leading the field in innovative steps to effectively educate PK 12 students so they will continue to be contributing members of society albeit surviving the most devastating epidemic in the last 100 years Focusing on a wide range of topics such as student mental health learning gaps and best teaching practices this book is ideal for teachers administrators district superintendents counselors psychologists social workers parents academicians researchers and students

**Emerging Conversations in Coaching and Coaching Psychology** Mary Watts, Ian Florance, 2021-04-05 This rich collection offers new perspectives on the future of coaching and coaching psychology with insight from a broad range of contributors reflecting a wide variety of viewpoints It captures the ongoing evolution of coaching practice inviting contribution to conversations as they unfold Mary Watts and Ian Florance skillfully bring together authors from backgrounds in law finance education psychology and HR to examine the nature of change and assess current and future developments Emerging Conversations in Coaching and Coaching Psychology considers influences from within coaching itself discussing topics including ethics diversity supervision and reflective learning and from other disciplines assessing the offerings of psychometric assessment trauma studies and neuroscience It also considers the impact of social changes as seen in business education and leadership and concludes with a look at the future of coaching This book will be of great interest to coaches and trainee coaches interested in changes and developments in the field who aren't afraid to ask questions and who are open to reflecting on their own assumptions and approaches to practice

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